Cambridge OCR-set Assignment

Sample Assessment Material

Cambridge OCR Level 3 Alternative Academic Qualification
Cambridge Advanced Nationals in Health and Social Care

Unit F092: Person-centred approach to care

Scenario Title: Applying a person-centred approach: partial paralysis

Valid for assessment from September 20XX to 20XX.
For use by students beginning the qualification in September 20XX.

This is a sample Cambridge OCR-set assignment which should only be used for practice.

This assignment **must not** be used for live assessment of students.

The live assignments will be available on our secure website, 'Teach Cambridge'.

The Cambridge OCR administrative codes linked to this unit are:

- unit entry code F092
- certification code H025/H125

The regulated qualification numbers linked to this unit are:

610/3985/8 610/3986/X

Duration

About:

- 15 hours of supervised time (GLH)
  (work that **must** be completed under teacher supervised conditions)
- 5 hours of unsupervised time
  (work that students can complete independently without teacher supervision)

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Information and instructions for Teachers

Using this assignment

This assignment provides a scenario and set of related tasks that reflect how people working in the health and social care sector could plan to provide person-centred care to an individual.

You can give this to students on or after 1 June 202X to help them understand it before they start using it for assessment. The dates for which students can use it for assessment are shown on the front cover.

Content warning: The health and social care sector requires a definite set of knowledge, understanding and skills that students must develop to successfully equip them for progression. Therefore, please make your students aware that some of the content in the specification and set assignments contains themes and topics related to health and social care that students may find upsetting. Where possible, we have provided choices in the set assignments to protect students.

The assignment:

- Is written so that students have the opportunity to meet the requirements of all assessment criteria for the unit.
- Will tell students if their evidence must be in a specific format. If the task does not specify a format, students can choose the format to use.
- **Must** be completed under teacher supervision. Any unsupervised time allowed will be stated below and explained in the assessment guidance.

We have estimated that this assignment will take about 15 hours of supervised time and 5 hours of unsupervised time to complete. Students will need approximately:

- 8 supervised hours to complete Task 1
- 7 supervised hours to complete Task 2

You **must**:

- Use a Cambridge OCR-set assignment for summative assessment of students.
- Familiarise yourself with the assessment criteria and assessment guidance for the tasks. These are given at the end of each student task. They are also with the unit content in **Section 5** of the Specification.
  Assessment guidance is only given where additional information is needed. There might not be assessment guidance for each criterion.
- Make sure students understand that the assessment criteria and assessment guidance tell them in detail what they need to do in each task.
- Read and understand **all** the rules and guidance in **Section 7** of the

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Specification **before** your students start the set assignments.
- Make sure that your students complete the tasks and that you assess the tasks fully in line with the rules and guidance in **Section 7** of the Specification.
- Give your students the Health and Social Care **Student guide to NEA assignments before** they start the assignments.
- Complete the **Teacher Observation Record** for **Task 2**. You **must** follow the guidance given when completing it.
- Complete the **Interview Authentication Form** for **Task 1**.

You **must not**:
- Use live Cambridge OCR-set assignments for practice or formative assessment. This sample assessment material **can** be used for practice or formative assessment.
- Use this sample assessment material for live assessment of students.
- Allow group work for **any** task in this assignment.
- Change any part of the Cambridge OCR-set assignments or assessment criteria.

Pages 1-4 are for teachers only. Please do **not** give **Pages 1-4** to your students.

You can give **any** or **all** of the pages **that follow** to your students.

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Tasks for students and assessment criteria

Unit F092: Person-centred approach to care

Scenario Title: Applying a person-centred approach: partial paralysis

Valid for assessment from September 20XX to 20XX.
For use by students beginning the qualification in September 20XX.

Scenario

You work as trainee for an agency that provides care and support for individuals in their own home. You need to use person-centred approaches and values when delivering care. As part of your training, you are learning how to find out about an individual's wants and needs, and how to use this information to make sure that they are at the centre of their own care.

You have been asked to practise this by finding out about someone you know. You must then use this individual as a case study for the next part of your training, where they have recently developed care needs as a result of partial paralysis.

You must produce an outline plan for their care and support.

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Task 1

Using a person-centred approach to find out about an individual

Topic Areas 1 and 3 are assessed in this task

You have been asked to interview someone you know to gather information so you can produce a one-page profile. You will then get their feedback about how accurate the one-page profile is and suggest any improvements you can make.

The task is:

Choose an individual who is willing to take part in Task 1 and get their consent.

- Use a person-centred approach to:
  - Plan your interview with your chosen individual
  - Conduct the interview using the following tools to collect information from your chosen individual:
    - Perfect week
    - Good days/bad days
    - Important to/important for
    - Relationship circle
- Use the information you have collected to create a detailed one-page profile for the individual and get their feedback on it
- Review the one-page profile.

Your evidence **must** include:

- Written permission from your individual (or their parent/carer if they are under 18 years old) to use their anonymised information
- Your interview notes and completed documents for the tools you used
- An Interview Authentication Form completed and signed by you and your teacher
- The feedback you collected from your chosen individual.

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Use the assessment criteria below to tell you what you need to do in more detail.

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td>P1: Create a plan for an interview with your chosen individual.
(PO4)</td><td>M1: Explain in your plan how you will use a person-centred approach when interviewing your chosen individual.
(PO2)</td><td rowspan="4">D1: Evaluate the effectiveness of the overall process in creating an accurate, detailed one-page profile.
(PO3)</td></tr>
<tr><td>P2: Conduct an interview with your chosen individual to gather information about them.
(PO4)</td><td></td></tr>
<tr><td>P3: Complete the specified tools with an appropriate level of detail.
(PO4)</td><td rowspan="2">M2: Assess how well you used the tools to gather and capture information about your chosen individual.
(PO3)</td></tr>
<tr><td>P4: Create a detailed one-page profile for your chosen individual using accurate written communication skills.
(PO4)</td></tr>
<tr><td>P5: Collect feedback on the one-page profile from your chosen individual about how accurately they consider it reflects them as a person.
(PO4)</td><td>M3: Analyse how accurate the one-page profile is, using the feedback from your chosen individual.
(PO3)</td><td>D2: Recommend and justify improvements you would make if you were to create a one-page profile for a real service user.
(PO3)</td></tr>
</table>

Assessment Guidance

This assessment guidance gives you information to meet the assessment criteria. There might not be additional assessment guidance for each criterion. It is only given where it is needed. You must read this guidance before you complete your evidence.

Assessment Criteria	Assessment guidance
General	• Students must choose an individual to interview. This could include friends, family or peers. Students will use this individual as the basis for Task 2, so should carefully consider this when choosing the individual. • Ethical and safeguarding issues must be considered when choosing the individual. You may ask your teacher for

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	advice, if necessary. • Students must not interview individuals who have already completed the assignment. • The student must obtain written permission from their chosen individual to use their details in their assessment. If the individual is under 18 years old, this requires a signature from a parent/carer. This permission must be submitted with the work. • The interview element of the task does not need to be completed under teacher supervised conditions but it is necessary in order for students to access the criteria.
P1	• The plan for the interview must include details of who will be interviewed, where and when the interview will take place, what questions the student will ask, why they are asking them and how they will complete the interview. Students must submit the written permission from the interviewee (or parent/carer) to achieve this criterion.
M1	• The student must explain how they will use a person-centred approach in their interview and this must include consideration of at least two person-centred values of care.
P3 and P4	• The level of detail is appropriate if it allows the student to create a detailed one-page profile (P4) and continue their work into Task 2, where they are required to recommend suitable care based on the impact of an impairment (Topic Area 2.2). Without enough detail the student may struggle to complete Task 2. • To achieve P3 students must use **all four** tools. Students can complete the tools using templates they have created themselves or found through their own research. Found templates must be appropriately referenced and must not be pre-populated. Teachers must not provide templates for students. See Section 7.2 of the specification for further guidance. • For P4, the one-page profile must be based on the information gathered in P3. It must be accurate (Topic Area 3.4), as written communication is assessed in this criterion.
P2 and P5	• For P5 the student must collect feedback from their individual. This can be in the form of notes made by the student based on a conversation with the individual or written feedback from the individual. • The interview notes must be submitted with the work as well as an **Interview Authentication Form** to confirm that the teacher is confident that the student conducted the interview. The form must be signed by the teacher and student. The teacher doesn't need to witness the interview.
D1	• When evaluating the effectiveness of the overall process, students must include all four stages (planning, interview, creation of one-page profile, use of feedback).
D2	• For D2, improvements must relate to the evidence the student has already generated throughout Task 1.

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Advice:

- Remember to clearly reference any information used from books, websites or other sources to support your evidence.

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Task 2

Recommending person-centred care and support

Topic Areas 1, 2 and 3 are assessed in this task

You will now use your individual as a case study, as part of the agency's training task.

The individual has recently developed care needs based on the impairment given below. You must use the information you have collected about the person to produce an outline plan for their care and support that puts them at the centre of their care at home for the next eight weeks.

As part of the training, you will deliver your outline plan to your manager and review what you have done.

Impairment: Your chosen individual from Task 1 has partial paralysis down their left side. They are unable to move their left leg and have limited movement in left arm and hand. This is not likely to be permanent.

The task is:

- Consider the impact of this impairment on your chosen individual.
- Assess the care and support needs for your chosen individual arising from the impairment. You must use your one-page profile and the information you gathered in Task 1 to do this.
- Use a person-centred approach to create an outline plan for the care and support for your chosen individual over the next eight weeks to help them with their activities of daily living.
- Meet with your manager and explain to them the outline plan for your individual's care and support and how it will address the individual's needs.
- Review what you have done.

Your evidence **must** include:

- An outline plan for the care and support of your chosen individual.
- The feedback you collected. This could be in the form of notes or a completed questionnaire.
- A Teacher Observation Record Form, signed by you and your teacher.

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Use the assessment criteria below to tell you what you need to do in more detail.

Pass	Merit	Distinction
P6: Using the one-page profile from Task 1, **summarise** the care and support needs of your chosen individual because of the impairment in relation to PIES. (PO4)		**D3**: **Explain** how you used person-centred values when creating the outline plan. (PO3)
P7: Identify three appropriate pieces of equipment to support your chosen individual. (PO2)	**M4**: **Explain** how the equipment identified in P7 can help to address the needs of your chosen individual. (PO2)	
P8: Describe how family and friends could support your chosen individual to overcome the impact of the impairment. (PO2)	**M5**: **Explain** how the support from family and friends will help your chosen individual in their activities of daily living and to achieve their perfect week. (PO3)	**D4: Evaluate** the effectiveness of your outline plan in supporting your chosen individual in their activities of daily living and to achieve their perfect week. (PO3)
P9: Describe three support services and related practitioners that could be involved in the care and support of your chosen individual and how you access them. (PO2)	**M6: Explain** how the support services and practitioners could help your chosen individual in their activities of daily living and to achieve their perfect week. (PO3)	
P10: **Summarise** how your use of a person-centred approach will benefit your chosen individual. (PO2)		
P11: Explain the outline plan using effective communication skills. (PO4)	**M7**: **Assess** the communication skills you used when explaining the outline plan and suggest any improvements. (PO3)	**D5: Explain** how you would take into account the factors that enhance and inhibit communication if you were to explain the outline plan to your chosen individual. (PO3)
P12: Collect feedback about the communication skills you used when explaining the outline plan. (PO4)		

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Assessment Guidance

This assessment guidance gives you information to meet the assessment criteria. There might not be additional assessment guidance for each criterion. It is only given where it is needed. You must read this guidance before you complete your evidence.

Assessment Criteria	Assessment guidance
General	• The outline plan is intended to cover care and support needed in the short term. It does not need to include long term planning beyond this time period. It does not need to be broken down into separate weeks or make specific reference to the support needed at weekly intervals. • The outline care and support plan is made up of the evidence produced by students for P6, P7, P8, P9, P10, M4, M5 and M6.
P6	• For P6, students must summarise the individual's care and support needs because of the impairment. The needs must be based on the information in the one-page profile they produced in Task 1. They must consider the individual's: physical, intellectual, emotional and social needs. If students feel that there is no impact on an area of PIES they must provide their reasoning.
P7	• For P7, **all three** pieces of equipment must be relevant and appropriate to address the needs of the individual.
M4	• For M4, the explanation must be about how the **three** pieces of equipment in P7 help to address care needs identified in P6.
D3	• For D3 students must explain which values they used and how they used them to create the plan.
P8	• For P8, the student must describe how friends and family could be involved with the proposed support for the individual. They must cover **all four** areas listed in Topic Area 2.4.3 of the specification (advocacy, emotional support, physical support, practical support). • Students can consider family and friends collectively, they do not need to consider them as two separate groups.
M5	• This must relate to the perfect week from Task 1. • The explanation can draw from one or more of the areas described in P8. Students must include how the support will help the individual in their activities of daily living **and** to achieve the perfect week. • Students can consider family and friends collectively, they do not need to consider them as two separate groups.
P9	• The practitioners and support services must be relevant to the needs of the individual. These services and practitioners could be local or national. Students must include how these services are accessed, including the referral process. Refer to support services and practitioners listed in Topic Area 2.4 of the specification.
M6	• This must relate to the practitioners and support services

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	from P9 and the perfect week from Task 1. • Students must include how the support services and practitioners will help the individual in their activities of daily living **and** to achieve the perfect week.
P11	• Teachers must complete a 'Teacher Observation Record' for each student to evidence they have met the criteria. Students must also read and sign it. • Students must talk through the outline plan using verbal and non-verbal communication skills. They must explain the outline plan to the teacher, or a peer. If the outline plan is explained to a peer, this must be recorded, so that the teacher can use the recording to complete the Teacher Observation Record. The recording does not need to be submitted to us. • The teacher or peer must give adequate feedback to enable the student to access P12 and M7. • See the General Assessment Guidance section above for details of what is meant by the outline plan.
P12	• Students must collect feedback from the teacher or a peer about the communication skills used when explaining the outline care and support plan. They do not need to collect feedback about the content of the plan. • Feedback can be in the form of notes made by the student based on a conversation with the teacher or peer or written feedback from the teacher or peer. • The Teacher Observation Record from P11 **cannot** be used as evidence of feedback for P12.
D4	• For D4, this must relate to the perfect week from Task 1.
M7	• Students' assessment of their communication skills must be based on self-reflection and/or the feedback collected in P12.
D5	• For D5, students must consider how environmental, interpersonal and/or emotional factors could impact on how they would communicate the outline plan in a face-to-face situation, if their chosen individual were a service user of the agency (Topic Area 3.3).

Advice:

- Remember to clearly reference any information used from books, websites or other sources to support your evidence.

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Interview Authentication Form

Student name:	
Qualifications:	**Cambridge OCR Level 3 Alternative Academic Qualification Cambridge Advanced Nationals in Health and Social Care (Certificate)/(Extended Certificate)**
Unit number and title:	**F092**
	Person-centred approach to care
Task:	**Task title: Using a person-centred approach to find out about an individual**
	Task number: 1

This form must be attached to the student's evidence for assessment purposes.

Student declaration

Interview information (complete this to say who you interviewed, when and where)

I confirm that I completed this interview with the individual above and that my interview notes are a true record of this.

Student signature **Date**

D D M M Y Y Y Y

Teacher declaration

I have authenticated the student's interview and am satisfied (to the best of my knowledge) that the interview was conducted by the student and is solely their own work.

Teachers signature **Date**

D D M M Y Y Y Y

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Teacher Observation Record Form

Use this form to record what is observed.
Read the **guidance notes** below the form **before** you complete the form.

Cambridge OCR Level 3 Alternative Academic Qualification Cambridge Advanced Nationals in Health and Social Care (Certificate)/(Extended Certificate)

Unit number:	**F092**
Unit title:	**Person-centred approach to care**
Task number:	**2**
Task title:	**Recommending person-centred care and support**

Student's name:	
Date the activity was completed:	

What extra evidence is attached to the form?	

The **teacher** fills in this section:

What Assessment Criterion does this activity relate to? **P11**
How does the activity meet the requirements of the Assessment Criterion? You **must**: 1. State whether the student explained all the content of their outline plan effectively. 2. Give a summary of what was covered. 3. Describe how the student used effective communication skills.

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Teacher's name:	
Teacher's signature:	
Date:	

The **student** fills in this section:

I agree with my teacher's description of how I completed this activity Yes ☐	
Use this space to make any extra comments.	
Student's signature:	
Date:	

Guidance notes

Both the teacher **and** the student are responsible for completing this form.

The **teacher must**:

- use the form to describe in detail what they observed the student doing.
- give contextualised details of what the student did and how this relates to the Assessment Criteria.
- say how well the activity was completed in relation to the Assessment Criteria with reasons.
- share what they have written with the student and offer the opportunity to discuss if the student disagrees with what is written.
- reach agreement with the student before the work is submitted for moderation.
- sign and date the form as evidence of agreement.

The **student must**:

- reach agreement with the teacher before the work is submitted for moderation.
- use the form to show that they agree with the teacher's record of the activity observed
- sign and date the form as evidence of agreement.

The form **must**:

- be accompanied by extra evidence, as required by the task.
- provide evidence that is individual to the student.

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The form **must not**:

- contain a simple repeat of the Assessment Criteria.
- contain just a list of skills.
- be completed by anyone other than the teacher observing the activity and the student completing the activity.
- be written by the student for the teacher to sign.
- be used to evidence achievement of a whole unit or task in isolation.

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NEA Command Words

The table below shows the command words that may be used in the NEA assignments and/or assessment criteria.

Command Word	Meaning
Adapt	• Change to make suitable for a new use or purpose
Analyse	• Separate or break down information into parts and identify their characteristics or elements • Explain the different elements of a topic or argument and make reasoned comments • Explain the impacts of actions using a logical chain of reasoning
Assess	• Offer a reasoned judgement of the standard or quality of situations or skills. The reasoned judgement is informed by relevant facts
Calculate	• Work out the numerical value. Show your working unless otherwise stated
Classify	• Arrange in categories according to shared qualities or characteristics
Compare	• Give an account of the similarities and differences between two or more items, situations or actions.
Conclude	• Judge or decide something
Describe	• Give an account that includes the relevant characteristics, qualities or events
Discuss (how/whether/etc)	• Present, analyse and evaluate relevant points (for example, for/against an argument) to make a reasoned judgement
Evaluate	• Make a reasoned qualitative judgement considering different factors and using available knowledge/experience
Examine	• To look at, inspect, or scrutinise carefully, or in detail
Explain	• Give reasons for and/or causes of something • Make something clear by describing and/or giving information
Interpret	• Translate information into recognisable form • Convey one's understanding to others, e.g. in a performance
Investigate	• Inquire into (a situation or problem)
Justify	• Give valid reasons for offering an opinion or reaching a conclusion
Research	• Do detailed study in order to discover (new) information or reach a (new) understanding
Summarise	• Express the most important facts or ideas about something in a short and clear form

We might also use other command words but these will be:

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- commonly used words whose meaning will be made clear from the context in which they are used
- subject specific words drawn from the unit content.

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